DOCUMENT RESUME

ED 304 443 SP 030 986

AUTHOR Mann, George; And Others
TITLE The Next Generation of Teachers: A Redesigned Preservice Program.
PUB DATE 21 Feb 89
NOTE 28p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Admission Criteria; Beginning Teachers; Field Experience Programs; Higher Education; *Institutional Cooperation; Preservice Teacher Education; *Schools of Education; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Orientation
IDENTIFIERS *Beginning Teacher Induction; East Central University OK

ABSTRACT

This paper describes: (1) the process used to redesign a teacher preparation program at East Central University in Oklahoma; (2) the teacher education program as it currently functions; (3) the results of several years of implementation; and (4) the Oklahoma entry-year Assistance Program at the university. It also describes the collaborative involvement of public school educators in the process. Details of the improved knowledge base, admissions and retention policies, and expanded field experiences that were the result of the effort are discussed. References are included and the appendices contain a list of undergraduate goals, the professional education sequences in the program, and sample entry-year teacher observation instruments. A flow chart of the responsibilities of the school district in the entry-year assistance program is also appended. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED304443

THE NEXT GENERATION OF TEACHERS: A REDESIGNED PRESERVICE PROGRAM

by

George Mann
John Price
Jack Paschall
and
Arlie Daniel

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

East Central University
Ada, Oklahoma

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
G. Mann

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Presented at the Annual Meeting of the
Association of Teacher Educators
St Louis, Missouri

February 21, 1989

SP 030 986

ABSTRACT

This paper describes the process used by one school of education to reconceptualize and revitalize its undergraduate program of teacher preparation. It also describes the collaborative involvement of public school educators and content specialists in the process. Finally, it highlights the details of the improved knowledge base, admissions and retention policies, and expanded field experiences that were the result of the effort.

THE NEXT GENERATION OF TEACHERS: A REDESIGNED PRESERVICE PROGRAM

Periodically over the past century the United States has experienced several "crises" in education. Some may remember the "crisis" that emerged after Sputnik was launched, which was preceded by Public Education Under Criticism (1954) and Why Johnny Can't Read--And What You Can Do About It (1955). Following the Sputnik crisis, there was a substantial push for greater education in math and the sciences. There was also a plethora of books and articles written to "solve" the condition of education. For example, we had Koerner's (1963) The Miseducation of American Teachers and Conant's (1963) The Education of American Teachers. Later we got Postman and Weingartner's (1969) Teaching as a Subversive Activity, Silberman's (1970) Crisis in the Classroom: The Remaking of American Education, and Brown's (1973) The Live Classroom.

The latest reform movement intensified in the early eighties and gained great impetus with the publication of the National Commission on Excellence in Education report: "A Nation At Risk" (1983). Since that report, we have had Boyer's (1983) High School: A Report on Secondary Education in American, Sizer's (1985) Horace's Compromise: The Dilemma of the American High School, the Holmes Group report (1986) Tomorrow's Teachers, and the Carnegie Forum on Education and the Economy report (1986) A Nation Prepared: Teachers for the 21st Century. These are just a few of the dozens of reports and volumes published relating to the latest crisis in education.

Each successive crisis report usually includes specific suggestions for its remediation. These recommendations in turn frequently become the basis for reform calls and new legislative mandates from both state and federal legislatures. While the intent of the political intervention is well intentioned, often the results are detrimental because they tend to complicate and encumber teachers and administrators attempting to provide their students with the knowledge, skills and attitudes needed to become productive citizens in the twenty-first century.

Genuine improvement in education depends upon enhancement of quality instruction by competent teachers, not increased legislation with additional reports. Teachers need to be relieved of the excessive demands for such tasks as reports, tests, and supervision, which have little to do with their primary task of teaching. Future legislation should focus on funding first-rate facilities, equipment, and salaries for first-rate teachers. Teachers need both the incentive to be successful and the opportunity to be successful. Rewards need to be increased to attract and retain competent teachers and obstacles must be removed to increase the probability of quality teaching.

Future teacher education programs must prepare teachers who will teach students who will live their adult lives in the next century. Institutions must anticipate the skills and training needed many years in advance in order to develop appropriate teacher education programs which will prepare teachers who will continue to learn and to acquire the specific skills they will need in the future. While this may be a monumental task, institutions are obligated to engage in long-range planning activities.

First-rate teacher performance depends significantly on the quality of both the content instruction and the preservice professional education program. Entry level skills and subsequent teaching performance reflect the quality of the teacher preparation program. This includes the general education component, the content specialty, the professional education component, and supervised clinical experience.

The intent of this paper is to describe: (1) the process used to redesign a teacher preparation program, (2) the teacher education program as it currently functions, (3) the results of several years of implementation, and (4) the Oklahoma Entry-Year Assistance Program at East Central University.

The Process Used to Redesign a Teacher Preparation Program

A major thrust of the crisis in the mid 1970's was to make teacher preparation programs more relevant to the needs of teachers. To achieve this, East Central University chose to involve groups other than teacher education faculty in a reconceptualization of its teacher education program. The University began acting upon this recognition a decade ago as it contemplated an appropriate teacher education program needed for teachers who would spend most of their professional careers in the next century.

During the 1979-1980 school year, the School of Education developed the Professional Education Study Team (PEST), an ad hoc, long-range planning committee. PEST was composed of public school teachers and administrators, university content specialists, teacher educators, recent

graduates, and students currently enrolled in the teacher education program. PEST researched and identified the knowledge, skills and attitudes needed for effective teaching and recommended policies, decisions, and adjustments necessary to implement a redesigned program to the entire teacher education faculty and the University. Specifically, PEST considered two general questions in redesigning the program:

(1) What do teachers need to know; and

(2) What do teachers need to be able to do?

PEST met formally once a week for one semester. It began its task by examining follow-up studies of graduates available through the Education Department and researching the current literature on teacher preparation. Committee members then began brainstorming and bringing input to the committee from area public schools. PEST then formulated recommendations that it presented to the total faculty of the School of Education. These were accepted and program restructuring began with the development of program goals (See Appendix A).

The Education Department made the necessary changes in policies and procedures to accommodate the PEST recommendations. Some existing courses were discontinued, some were significantly revised, and several new courses were designed and developed. Field experiences were also reexamined, updated, expanded, and systematized.

With the entire faculty involved in this process, department members used data from many sources to accomplish their task. The scope and

sequence of the new programs were then carefully considered to ensure that the content and skills identified by PEST were intact. Diligence was maintained throughout the endeavor to make sure that the redesigned program conformed with new directions emerging in the Oklahoma education reform movement, with particular attention to the entry-year teacher program concept.

The Teacher Education Program as it Currently Functions

The redesigned teacher education program contains a thirty semester hour professional education sequence (See Appendix B). The existing courses were modified to better accommodate each of the program goals.

Modifications were included to provide the professional education sequence with an in-depth study of learning theory and its application. Educational Psychology provides the basis for this study. The remaining courses in the professional education sequence expanded, integrated and applied learning theory to specific methodological problems in various situations and settings.

While the Education Department modified some existing courses to meet revised program goals, other courses were eliminated and several new courses were developed. For example, content from Educational Tests and Measurement, a discontinued course, was included in two other courses. A total of three clinical teaching classes were developed to ensure that new program goals were attained and to increase the

relevance of the program. These courses were entitled Clinical Teaching I, Clinical Teaching II, and Clinical Teaching III. Each of the three clinical teaching classes has a corresponding field experience which provides opportunities for students to move from theory to practice.

Clinical Teaching I focuses upon two program goals. These goals were designed to promote:

(1) self-understanding; and

(2) professional ethics, rights and responsibilities.

The related field experience, Field Experience I, provides activities related to the two program goals. These experiences are used to assist students in learning about themselves and about professionalism.

Clinical Teaching II is a generic teaching skills course designed to assist students in attaining the following program goals:

(1) effective teaching strategies; and

(2) understanding of principles and techniques of evaluation.

The goals are addressed by lecture, demonstration, peer teaching, videotaping and other activities in the Clinical Teaching II class. The same goals are the focus of Field Experience II activities. For example, Clinical Teaching II students learn to develop teaching units, and they teach sections of these units to their peers while being videotaped. After receiving feedback from the videotaped sessions, students then teach the units to public school students.

Clinical Teaching III is a course taken in the same semester as student teaching. Students meet the first four and one-half weeks in classes where the focus includes the following program goals:

(1) effective classroom management;

(2) multicultural education; exceptional children; and

(3) human relations skills.

Upon completion of these and other topics of study, students begin the twelve weeks of student teaching, which is the related field experience. During student teaching, students return to campus twice for all day seminars in which they discuss common problems and concerns.

Results of Implementing Program Changes

The results of implementing the changes in the undergraduate teacher preparation program have been favorable. The changes involved new procedures for admission, higher criteria for admission, addition of the clinical teaching sequence, and an increase in preservice training. The effects of these changes, direct and indirect, have been numerous and they appear as early as the beginning of the program.

There has been an impact on the instructors of Introduction to Teaching (EDUC 2112) as they now serve as the initial screening process for students seeking to enter the program. This course encompasses a similar amount of content material withy less class time than the former course--tow versus three credit hours--and tests students in reading

vocabulary and comprehension, and in writing proficiency. Students are also interviewed by a faculty team composed of an instructor from the student's content specialty and a member of the College of Education and Psychology. The net result of the first two factors--new procedures for admission and higher criteria--is an increase in the work and responsibilities of these instructors who must screen students into their classes, administer the various tests, and screen them into the teacher preparation program when they sign off on a form at the end of the semester recommending admission, conditional admission, or denial of admission.

The following information illustrates the effect of this change. Of 160 students enrolled in the five sections of the course in the fall semester of 1988, 66 (41%) were recommended, 46 (29%) were recommended conditionally, and 48 (30%) were denied admission by these professors. The spring 1988 and fall 1987 percentages were respectively: 27%, 36%, & 37% and 39%, 23%, & 38%.

It should be noted that several of these students, especially those who were recommended conditionally, will later be admitted to the program when the various deficiencies have been removed. The following table presents data showing admission, conditional admission, denial, and reapplication and admission for 1982-1983 to 1986-1987.

Responses to Applications for Teacher Education

1983-1987

	82-83	83-84	84-85	85-86	86-87
Admitted to Teacher Education	163	120	112	125	110
Admitted conditionally to Teacher Education	32	48	21	32	12
Not Admitted to Teacher Education	65	109	145	98	80
Reapplied and Admitted to Teacher Education at a later date	24	27	25	7	--
Total:	284	304	303	262	202

The results of the implementation of the program changes as ascertained through follow-up studies are also favorable. Follow-up studies have been conducted with student teachers, cooperating teachers, college supervisors, Entry-Year teachers, Entry-Year teacher consultants, building principals of Entry-Year teachers, and Entry-Year supervisors, asking how well departmental goals have been achieved. These data are available in the 1986 NCATE Institutional Report and the 1988 state accreditation report.

In 1980 the Oklahoma legislature enacted House Bill 1706 which required the development of curriculum examinations in every area of teacher certification. The law, as amended, requires persons who complete the teacher education program to pass their respective curriculum exam before being licensed to teach in the state. The enactment of this law and the implementation of program changes at East Central University occurred about the same time. Some effects of these changes can perhaps be seen in the passing rate of ECU students on these curriculum exams. The passing rate has dramatically improved since the first testing. The institution now ranks consistently among the top quarter of the state supported colleges and universities.

The reputation of the institution's undergraduate teacher preparation program is good and apparently is being further enhanced by the implementation of the changes mentioned. Faculty believe that there has also been a positive effect on the graduate program as a result of the changes made in the undergraduate program. Faculty morale is high, to the point of amazing some visitors and accrediting officials, and a sense of unity and coherence prevails.

The program is continuously being monitored by the faculty, the institution, the state, and the various accrediting agencies. It continues to be refined, and modifications are considered as the knowledge base expands, as conditions change, and as opportunity appears in the form of additional resources, needs, problems, or other incentives.

The program is a maturing and dynamic one. Adjustments are made, fine tuning occurs, and the realization exists that the college and its programs are in the continuous process of becoming, of shaping and being shaped by its environment. The results of this conceptualization and subsequent changes are many, and they are positive. They reinforce and promote faculty planning, morale, involvement, and growth.

The Oklahoma Entry-Year Teacher Program at East Central University

One significant element of House Bill 1706 required the formation of Entry-Year Assistance Committees to work with all beginning teachers in Oklahoma. The purposes of these committees are: (1) to facilitate the induction of new teachers into the profession by providing formal, open lines of communication for advice and assistance with a fellow teacher, a building administrator and a teacher educator from the institution which prepared the Entry-Year teacher, (2) to increase the retention rate of effective beginning teachers; (3) to recommend a staff development plan for the Entry-Year Teacher's second year of teaching; (4) to help remove from the profession those who are clearly not suited for teaching; and (5) to provide direct feedback to the teacher preparation institutions concerning the performance of their graduates.

Upon hiring a beginning teacher, the superintendent is to appoint an administrator to the committee, notify the preparing institution of the need for a higher education representative, and ask the local bargaining unit or teacher association to select a teacher consultant according to the

guidelines provided by the State Department of Education. If the teacher is a graduate of an institution outside Oklahoma, the superintendent is to ask the nearest teacher preparation institution to provide a representative for the committee. These activities should take place within the first ten working days after the teacher is assigned; and the Entry-Year Assistance Committee should hold its initial meeting within the first twenty working days.

At the initial committee meeting, members and the Entry-Year Teacher become acquainted, elect a chairperson, establish a schedule for the year, and determine the communication system they plan to use. During the next 90 - 100 working days, each committee member makes at least two independent observations of the Entry-Year Teacher and completes one of the observation instruments (see Appendix C). After each member has made these observations, the committee holds its second meeting. At this meeting each committee member goes over his/her observations and recommendations with the beginning teacher. The chairperson and the Entry-Year Teacher sign the observation instruments and the Entry-Year Teacher is given a copy of each one.

During the next 60-70 teaching days, each team member makes at least one other observation and completes another set of the observation instruments. When all members have completed their observations, but not before April 10, the committee holds its third meeting. The reason this meeting cannot be held prior to April 10 is that this is the date for notification of contract renewal in Oklahoma and it is intended that the

action of the Entry-Year Assistance Committee not affect the decision to rehire. At the third meeting the committee repeats the processes of the second meeting and then votes to either recommend the teacher for an Oklahoma Teaching Certificate, or for a second year in the Entry-Year Assistance Program. At this meeting, the committee also recommends a faculty development plan for the teacher to follow the ensuing year.

During the first five years of the program, 6,769 Entry-Year Teachers started the program. Of these, 6,124 were recommended for certificates and 98 were recommended to have a second year. The 500 or so not reflected in these figures are due to resignations and those hired late and carried over to the following year. Follow-up evaluation of the program by East Central University and the Oklahoma State Department of Education, as well as hearings conducted by the Oklahoma Legislature indicate overwhelming support for the program on the part of all involved parties.

Summary

The process employed in East Central University's program redesign appears to be a successful approach. It produced the changes deemed desirable, created a minimum of conflict, strengthened faculty cooperation and sense of unity and purpose, improved the program, enhanced the reputation of the institution, resulted in increased faculty morale, and left the participants with a favorable attitude toward change and development. It also built new bridges and improved existing ones between the College of Education and Psychology and the University, as well as between the institution and its external constituency, the public schools in Oklahoma. This collaborative effort was mutually beneficial and has continued to pay dividends to both groups.

This same process is to be used again as the institution, a decade later, reappraises its position and moves forward in these last years of the 1900s, preparing quality teachers for the twenty-first century.

References

A Nation Prepared: Teachers for the 21st Century. (1986). The report of the Task Force on Teaching as a Profession. New York: Carnegie Forum on Education and the Economy.

Boyer, E.L. (1983). High School: A Report on Secondary Education in America. The Carnegie Foundation for the Advancement of Teaching. Cambridge: Harper & Row.

Brown, G. I. (ed.) (1973). The Live Classroom. New York: The Viking Press.

Conant, J. B. (1963). The Education of American Teachers. New York: McGraw-Hill.

Flesch, R. (1955). Why Johnny Can't Read --And What You Can Do About It. New York: Harper & Row.

Holmes Group (1983). High School: A Report on Secondary Education in America. The Carnegie Foundation for the Advancement of Teaching. Cambridge: Harper & Row.

Holmes Group (1986). Tomorrow's Teachers. East Lansing, Michigan: Holmes Group, Inc.

Institutional Report to the National Council for Accreditation of Teacher Education (December 1986). East Central University.

Institutional Teacher Education Accreditation Report Submitted to the State Board of Education (February 1988). East Central University.

Koerner, J. (1963). The Miseducation of American Teachers. Boston: Houghton Mifflin.

National Commission on Excellence in Education (1983). A Nation at Risk: The Imperative for Educational Reform. Washington, D. C.: U. S. Department of Education.

Oklahoma State Department of Education (1988). Entry-Year Assistance Program Packet 1988-89. Oklahoma City, OK. Oklahoma State Department of Education.

Postman, N. & C. Weingartner (1969). Teaching as a Subversive Activity. New York: Dell Publishing Company.

Scott, C.W. & C. M. Hill (1954). Public Education Under Criticism. Englewood Cliffs, New Jersey: Prentice-Hall.

Silberman, C. E. (1970). Crisis in the Classroom: The Remaking of American Education. New York: Vintage Books.

Sizer, T. (1985). Horace's Compromise: The Dilemma of the American High School. Boston: Houghton Mifflin.

APPENDIX A

Undergraduate Goals

The East Central University Teacher Education Program provides:

Effective teaching strategies;

An understanding of the principles and techniques of classroom management;

Proficiency in selection, utilization, and production of instructional media;

An understanding of learning principles;

An understanding of principles and techniques of evaluation;

An understanding of the structure of American education;

An awareness of professional ethics, rights, and responsibilities;

Human relations skills;

Self understanding;

An understanding of human development; and

Awareness and understanding of the needs of multicultural and exceptional children.

APPENDIX B

Professional Education Sequence

EDUC 2211	Field Experience I
EDUC 2212	Introduction to Teaching
EDUC 2402	Survey of Exceptional Child
EDUC 2531	Audio-Visual Skills
EDUC 3001	Field Experience II
EDUC 3212	Clinical Teaching I
EDUC 3512	Educational Psychology
EDUC 3593	Clinical Teaching II
EDUC 4263	Clinical Teaching III

One of the following:

PSYCH 3413	Developmental Psychology I (for Elementary majors)
PSYCH 3453	Developmental Psychology II (for secondary majors)
PSYCH 3463	Human Growth and Development (Elementary-Secondary certificates in Art; Music; Health, Physical Education and Recreation; and Special Education)

One of the following:

EDUC 3955 and	EDUC 3955 Directed Observation and Student Teaching in the Elementary Grades
EDUC 3875 and	EDUC 3975 Directed Observation and Student Teaching in the High School
EDUC 3965 and	EDUC 3965 Directed Observation and Student Teaching in Grades K-1

APPENDIX C

ENTRY-YEAR TEACHER OBSERVATION INSTRUMENT

Entry-Year Teacher's Name _____ Date_____
(print)

Subject/Grade_____ Committee Meeting II or III (circle)

School District_____ Superintendent_____

Assessment by:

Teacher Consultant_____ _____
Print Name School

Administrator _____ _____
Print Name Location

Higher Education _____ _____
Print Name University

_____
Signature, Entry-Year Committee Member

Instructions

This instrument is to be completed by each of the Committee members for Committee Meeting II and III as outlined in the Entry-Year Assistance Program Regulations.

There are four (4) categories to which you are requested to respond: (1) Human Relations, (2) Teaching and Assessment, (3) Classroom Management, and (4) Professionalism. Following each category, e.g., Human Relations, there are several descriptive statements indicating some of the characteristics and/or behaviors to be considered in formulating your overall written response to the category.

Please address strengths, concerns, and recommendations under the four categories.

I, the Entry-Year Teacher, have discussed the narrative of this assessment with my Entry-Year Assistance Committee.

Comments:

SAMPLE

Signature_____ Signature_____
Chairperson Date Entry-Year Teacher Date

I. Human Relations

A. Reacts with sensitivity to the needs and feelings of others.
B. Helps students build self-awareness and a positive self-concept.
C. Provides positive reinforcement to students.
D. Interacts and communicates effectively with parents and staff.
E. Treats students firmly and fairly while maintaining respect for their worth as individuals.
F. Develops and maintains rapport with students.
G. Helps students to understand and accept their similarities and differences.
H. Shows awareness of the growth and development patterns characteristic of the group taught.
I. Exhibits a sense of humor.
J. Attempts to include all class members in classroom activities.
K. Accepts and/or uses ideas of students.

Strengths:

Concerns:

SAMPLE

Recommendations:

II. Teaching and Assessment

A. Organizes time, resources, and materials for effective instruction.
B. Makes a clear and adequate explanation of material presented and procedures followed, and teacher expectations for student involvement.
C. Implements a variety of instructional strategies to motivate students.
D. Encourages class participation through interaction with students and feedback.
E. Recognizes and uses opportunities for impromptu teaching.
F. Utilizes valid testing techniques based on the identified objectives.
G. Exhibits enthusiasm for the subject matter.
H. Demonstrates initiative and responsibility in changing situations.

Strengths:

Concerns:

SAMPLE

Recommendations:

III. Classroom Management

A. Maintains classroom discipline.
B. Handles disruptive students effectively.
C. Treats students fairly.
D. Provides an environment conducive to learning.
E. Teacher and students have accessibility to materials and supplies.
F. Physical arrangement of room is attractive and safe as circumstances permit.
G. Teacher makes an effort to include all students through participation, eye contact, and feedback.
H. Students and teacher are courteous and respectful to one another.
I. Gives clear, explicit directions to students.
J. Teacher is careful for the safety of the student.

Strengths:

SAMPLE

Concerns:

Recommendations:

IV. Professionalism

A. Maintains a friendly, cooperative, and helpful relationship with other employees.
B. Exhibits leadership by sharing knowledge and techniques with other faculty.
C. Works effectively as a member of an educational team.
D. Demonstrates evidence of professional demeanor, scholarship, and behavior.
E. Effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary.
F. Demonstrates appropriate behavior and composure in a variety of situations.
G. Uses current educational theories and practices.

Strengths:

Concerns:

SAMPLE

Recommendations:

OKLAHOMA STATE DEPARTMENT OF EDUCATION

INSTRUCTION DIVISION
ENTRY-YEAR ASSISTANCE PROGRAM

FLOW CHART

Responsibilities of School District

The Chief Administrative Officer is responsible to
- --request packets from State Department of Education (SDE) for Entry-Year Teachers (EYT);
- --inform recommending Higher Education Institution about employment of EYT;
- --establish Entry-Year Assistance Committee Meeting I;
- --deliver packet for each EYT to administrative member of Entry-Year Assistance Committee (EYAC).

Teacher Consultant Assignment
Within at least ten (10) teaching days after the beginning teacher enters the classroom, the Teacher Consultant shall be selected. Teacher Consultant begins immediately to provide guidance and assistance to EYT.

ENTRY-YEAR ASSISTANCE COMMITTEE

COMMITTEE MEETING I*
- The meeting should be held within 20 teaching days.
- EYAC elects a chairperson.
- EYAC reviews packet and follows regulations and procedures.
- The chairperson completes
  - --Form 002 and mails to SDE;
  - --Form 002a and delivers to Chief Administrative Officer.

OBSERVATION I
Each committee member makes independent visitation.

OBSERVATION II
Each committee member makes independent visitation.

OBSERVATION INSTRUMENT
Each committee member shall complete one observation instrument for Committee Meeting II.

COMMITTEE MEETING II*
- EYAC reviews progress and formulates recommendations concerning teaching performance of EYT.
- EYT receives a copy of each committee member's observation instrument.

OBSERVATION III
Each committee member makes independent visitation.

OBSERVATION INSTRUMENT
The second observation instrument shall be completed for Committee Meeting III.

COMMITTEE MEETING III*
- EYAC meets after April 10.**
  - --reviews progress concerning teaching performance of EYT;
  - --makes a recommendation concerning certification.
- Chairperson obtains proper signatures and completes Form 003.
- All copies of observation instruments are given to EYT.
- Chairperson gives proper application for license/certificate to EYT.
- Chairperson delivers Form 003 to the Chief Administrative Officer.

Chief Administrative Officer
- --signs Form 003;
- --has Form 003 notarized;
- --distributes Form 003 to:
  - SDE (by certified mail),
  - EYT and
  - Higher Education Coordinator.

* All committee members, as well as EYT, must be present to constitute an official meeting.

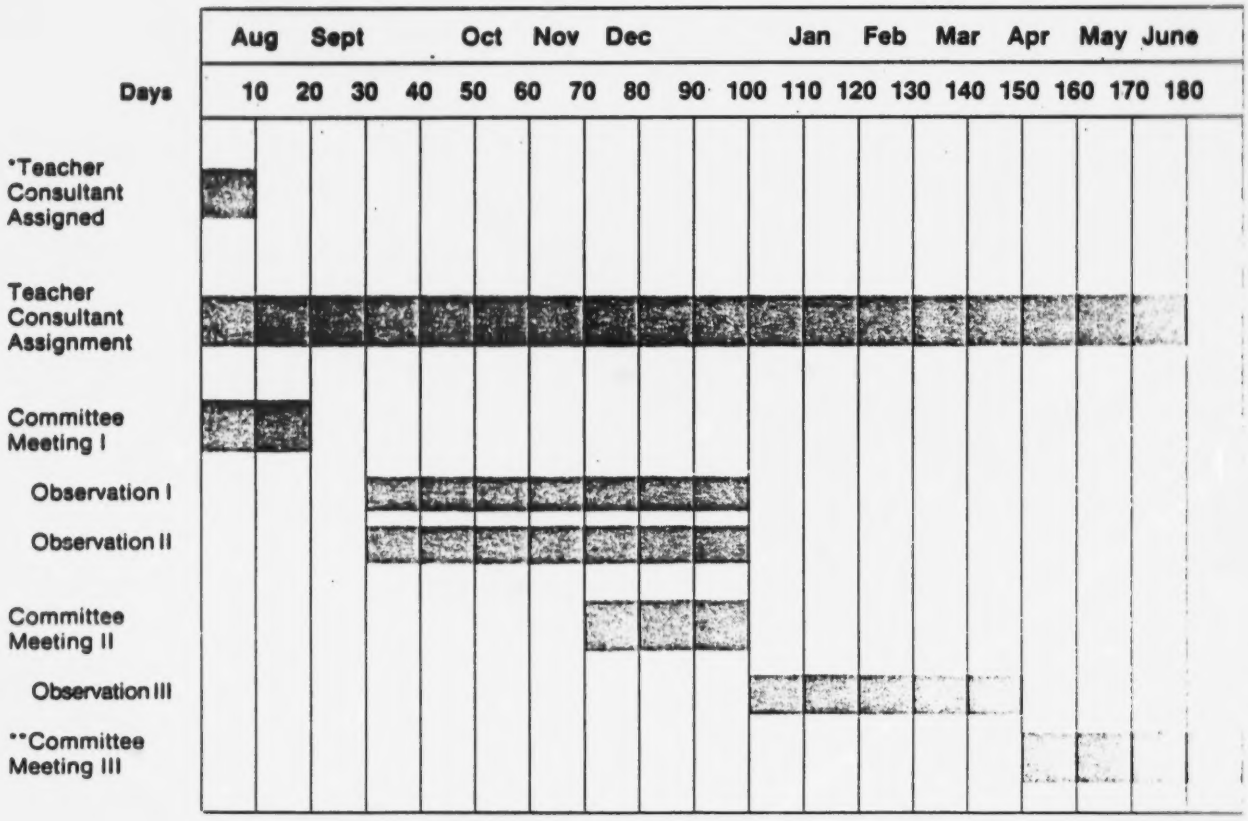
** For any variation from April 10 date, refer to Regulation VIII C.

Questions should be directed to: Entry-Year Assistance Program
State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105-4599
(405) 521-3607

Guide for the Entry-Year Assistance Program

ACTIVITY	MONTH	PURPOSE
Committee Meeting I	August, September or within 20 working days after the entry-year teacher is assigned (actual teaching days).	Introduction, elect chairperson, establish a communication system, establish schedule, review the evaluation form, and discuss "meaningful parental input."
Observation I Observation II	October, November, December, or between the 30th and 100th day of employment.	Independent visitation. Complete first observation instrument.
Committee Meeting II	December or between the 70th and 100th day of employment.	Review progress and formulate recommendations concerning the teaching performance of the entry-year teacher.
Observation III	January, February, March, or between the 100th and 150th day of employment.	Independent visitation. Complete second observation instrument.
Committee Meeting III	*Between April 10 and the last day of the school year or between the 150th and 180th day if the entry-year teacher assignment is continued into the second year.	Make the recommendation concerning certification.

*This is a regulation.



* Teacher Consultant Regulation 4

** Entry-Year Assistance Program Regulation VIII C